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ABSTRACT

These two issues address topics related to state and federal public policy concerning child care. Issue 19 focuses on how various federal agencies work with the Child Care Bureau to strengthen and support child care services across the country. The issue includes articles describing initiatives of the Departments of Transportation, Labor, Education, Agriculture, and Housing and Urban Development; and also contains remarks from the White House Conference on Child Care. Issue 20 highlights the federal government's vision for child care in the year 2000 and includes articles addressing: state systems that incorporate training, compensation, and quality; initiatives that enhance the family child care profession; ways states are building capacity for infant care services and school readiness programs; technical assistance opportunities for states, tribes, and territories; systems of resource and referral services; and new developments in school-age care programs. (KB)

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ED 432 378

Child Care Bulletin
1998

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National Child Care Information Center

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CHILD CARE BULLETIN

Federal Partners with Child Care

The mission and goals of many Federal Agencies include activities which strengthen and support child care services across the country. The Child Care Bureau, as the primary source of Federal funding and support for child care, works with these Federal Partners in various capacities to promote a coordinated approach to serving families. The programs funded through Federal initiatives are designed to involve state and local communities in the planning and development of services that meet the needs of all children and families.

The Child Care Bureau also works closely with other agencies in the Department of Health and Human Services to encourage collaborations. The Child Care Bureau and the Head Start Bureau work together to support local communities in the development of services that meet the needs of low-income families. The Bureau is a partner in the activities of the Healthy Child Care America Campaign, the successful initiatives sponsored by the Maternal and Child Health and Child Care Bureaus which promote linkages between the health care and child care communities. A further example of collaboration within the Department of Health and Human Services, among the Office of Child Support Enforcement, and the Head Start and Child Care Bureaus, is highlighted in this issue (see page 11).

Also in this issue is an overview of some of the child care related initiatives that the Departments of Agriculture, Education, Labor, Transportation, and Housing and Urban Development administer. In each article, program descriptions include innovative strategies at the state and local levels, such as:

- promoting child passenger safety;
- using technology and mapping techniques to improve transportation and other services to strengthen the workforce;
- increasing the availability of child care facilities;
- expanding access to school-age care; and,
- providing funding for food and nutrition programs.

Each of these agencies may have information and resources that you can access, or ways in which you can partner to meet the needs of the children and families in your states, tribes, and communities. Through the collective efforts of all of us in the public and private sectors, a successful child care service system -- one which guarantees that each child will be safe and well cared for, and that parents will be able to work with the confidence that their children are receiving the best possible care -- will be built.

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U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Child Care Bureau

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US Department of Transportation

Livable Communities Initiative Promotes Access to Child Care

Through the Federal Transit Administration's Livable Communities Initiative, the Department of Transportation is working to strengthen the link between transit and communities by improving personal mobility, transportation system performance, and the quality of life in communities. The initiative provides opportunities for the development of on-site community services, including child care, at subway and commuter train stations and bus stops.

The Livable Communities Initiative promotes a community-oriented transit planning approach, making transit planning more responsive to the needs of neighborhoods and local communities. One objective of the Initiative is to stimulate increased participation by community organizations, low-income residents, and small and minority-owned businesses in the planning and design process. This inclusive strategy results in increased access to employment, job training and educational opportunities, other social services, and local businesses.

By placing support services at centrally-located transit facilities, communities are better able to support parents as they balance their work and family responsibilities. Many communities have found that child care centers are a natural partner for transit facilities, enabling families to integrate their child care-related travel into their daily work commute.

The following examples demonstrate how Livable Communities projects have included child care or Head Start facilities in transit centers:

- In Columbus, Ohio, a 24-hour child care facility serving 60 children per shift will be included in a new transit center being developed by the Central Ohio Transit Authority, working with the Columbus Urban Growth Corporation. This center, which is located in an Enterprise Community, also includes a health clinic and employment assistance services.

- In Louisville, Kentucky, the Nia Center opened in March, 1998. Nia is one of the seven principles of Kwanzaa. The word "nia" means purpose. The local community (a National Enterprise Community), the local transit authority, and the Metropolitan Planning Organization worked together through the planning process to design a "campus" which houses the Acorns and Oaks intergenerational care facility, a privately financed community development bank, the Workforce Development Partnership Center, the Transit Authority of River City (TARC) Nia Travel Center, Louisville Business Resource Center, LCDB Enterprise Group, and other employment and family support services.

- In East Cleveland, Ohio, a 24-hour Head Start facility with extended day child care services is opening, with a capacity to serve 250 children. The project is being developed in conjunction with the Windermere Station Rehabilitation Project, through collaboration with the Greater Cleveland Regional Transit Authority (GCRTA) and the private non-profit Council for Economic Opportunities in Greater Cleveland.

Child care facilities also operate at transit centers in Chicago, Los Angeles, Washington DC, Miami, and San Diego. Additional child care centers are in development for transit centers in Baltimore and St. Louis. To build on the success of these types of partnerships, the Federal Transit Administration has proposed a new program to locate child care centers at existing transit facilities. Many of these projects will be specifically designed to meet the needs of families moving from welfare to work and those living in low-to medium income communities.

To further support community based initiatives to insure that transit services meet the needs of the entire community, the Federal Transit Administration recently published *Planning, Developing, and Implementing Community-Sensitive Transit*. This report includes an introduction to community based transit planning and features 21 demonstration projects, including child care, health services, employment training and other support services. For additional information about this publication, contact:

Effie Stallsmith, Transportation Management Specialist
U.S. DOT, Federal Transit Administration
Office of Planning, TPL-21
400 7th Street, SW Room 9413
Washington, DC 20590
fax: (202) 493-2478
e-mail: **Effie.Stallsmith@fta.dot.gov**

Buckle Up America: Transporting Children Safely

To reduce the risk of injury and other losses resulting from motor vehicle accidents, the Department of Transportation's (DOT's) National Highway Traffic Safety Administration sets and enforces safety standards for motor vehicles. Grants are awarded to states to help them develop and implement highway safety programs.

In response to a directive from President Clinton, the Department of Transportation has launched a major initiative to increase the use of seat belts nationwide. Unfortunately, nearly a third of all Americans -- and 40 percent of children -- still do not use seat belts. The goal of the seat belt initiative is to increase national seat belt usage to 90 percent by the year 2005 and to reduce child passenger fatalities by 25 percent. The four major elements of the initiative are to educate the public, build public/private partnerships, enact strong legislation, and actively and visibly enforce seat belt and child safety seat laws.

DOT has identified several strategies to promote the importance of child passenger safety:

> Develop a CD-ROM to help parents find the right restraint system for their vehicle and child;

> Draft a final rule on the universal child restraint attachment to eliminate vehicle/child restraint compatibility problems;

> Develop a major training effort involving groups in the public safety, public health, and child advocacy sectors; and,

> Identify ways in which states can close the gaps between seat belt laws and child safety laws, and also eliminate exemptions to make child safety laws stronger.

Buckle Up America Campaign

States and communities are forging broad, community-based partnerships to address increased seat belt usage and child passenger safety through stronger laws and enforcement, combined with more public education. DOT's National Highway Traffic Safety Administration has produced a comprehensive set of ***Buckle Up America*** campaign materials to assist states and communities in their efforts. These materials address the campaign strategy and key messages, fact sheets and guidance on how to take actions that make a difference, such as building partnerships in the community and with businesses, public education and enforcement strategies, and information about working with the media. This information is available by entering the National Highway Traffic Safety Administration web site located at: **http://www.nhtsa.dot.gov**. Enter **Table of Contents**, then **What's New at NHTSA**, and click on ***Buckle Up America***. Campaign materials are located under ***Buckle Up America Action Kit***.

How you can increase child passenger safety

- Children up to age 12 should ride in a vehicle's rear seat in safety seats or safety belts appropriate for the child's age and size.
- Infant seats should never be used in front seats of motor vehicles with passenger-side air bags.
- Read, follow, and keep the directions for using a child safety seat correctly.
- Use a child safety seat until the child outgrows it -- up to about age 4 or 40 pounds. For children between 40 and 60 pounds, use a safety booster seat.
- For children big enough to wear a lap-shoulder belt only, the shoulder strap should fit snugly. Buckle lap belts low and snug across the hips, not the stomach.

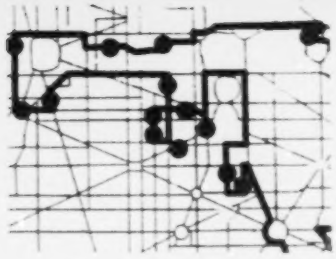
Partnerships Promote Awareness

Partnerships which promote child passenger safety are a key element of public awareness. One such partnership is the National SAFE KIDS Campaign, a nationwide movement to prevent unintentional childhood injury. There are more than 170 state and local SAFE KIDS Coalitions in 47 states and the District of Columbia which implement community-based strategies focused on child safety.

To learn more about child passenger safety and obtain materials on this and other child safety topics, contact:

> **National SAFE KIDS Campaign**
> 111 Michigan Avenue, NW
> Washington, DC 20010-2970
> (202) 662-0600
> e-mail: **info@safekids.org**
> web site: **http://www.bixler.com/nskc/nsafekmm2.html**

> **Air Bag Safety Campaign**
> **National Safety Council**
> 1025 Connecticut Avenue, NW, 12th Floor
> Washington, DC 20036-5405
> (202) 625-2570
> web site: **http://www.nsc.org/airbag.htm**



Technology Links Workers with Transit, Jobs, and Child Care

Transportation is critical to the success of working families. Transportation services are needed to connect low-income families in both urban and rural areas with places where they can find work and support services such as child care during hours that meet the needs of those who work full or part time, shift work, evenings, and weekends.

A first step in establishing effective transportation links for working families is determining local transit needs. Geographic Information Systems (GIS) technology and mapping techniques can provide spatial analysis data to determine the relative proximity of low-income families, employers, and support services such as child care to transit services; the travel times and distances between points; and how well existing mass transit systems connect riders with their destinations. While much of the analysis uses computer-based GIS mapping software, some localities may be able to conduct an effective analysis without relying on computer systems.

A basic spatial analysis requires three sets of data:

1) GIS maps of transit routes -- many transit agencies maintain geographic data on their transit system. For areas whose transit agencies do not, the Bureau of Transportation Statistics has a CD-ROM available with maps of major U.S. transit systems. Information on private transportation, commuter, and paratransit services may also be included.

2) Addresses of families seeking access to employment, child care, and other support services -- to maintain confidentiality, addresses can be converted to block-group-level data, or to latitude and longitude coordinates.

3) Addresses of employers, child care, job training programs, and other critical services.

The following example shows how a local community applied GIS technology to identify transit options that meet the needs of public assistance recipients. The Department of Social Services (DSS) in rural St. Mary's County, Maryland used GIS mapping software to support their analysis. Now, DSS case workers can see where most public assistance recipients live, along with the location of suitable employment opportunities, child care services, and available public transportation. GIS mapping software makes it possible to determine the most efficient transportation routes.

The St. Mary's County Department of Social Services developed a geographic portrait of public assistance recipients and available jobs and services using these steps:

Step 1 - Enter the current addresses of welfare recipients in a computer database with coding to denote specific family characteristics, such as single teenage mothers, to be able to best address their needs.

Step 2 - Create a computer map of client locations that is GIS-based, using off-the-shelf software.

Step 3 - Generate another computer map of major employment and family service locations.

Step 4 - Compare the mapped data with existing transit services, and perform an analysis to indicate where new services will be targeted.

To learn more about this example of how GIS technology is being utilized, contact Robbie Loker, Assistant Director, St. Mary's County Department of Social Services, at (301) 475-4700.

Partnerships and Information Sharing

While a spatial analysis may suggest ways to modify the existing transit system to meet the needs of low-income families, it is but a starting point. Improving mobility and increasing accessibility to employment, child care and other services requires active collaboration and partnerships among transportation agencies, state public assistance departments, human services agencies, one-stop job centers, private industry groups, and local employers. The Department of Transportation (DOT) and the Federal Transit Administration (FTA) are exploring partnering opportunities with agencies and organizations to further the shared goal of helping families maintain self-sufficiency.

The FTA has a cooperative agreement with the National Conference of State Legislatures to develop an information clearinghouse on Welfare-to-Work transportation developments. A booklet, *"Access to Jobs: A Guide to Innovative Practices in Welfare-to-Work Transportation,"* will provide guidance to state and local officials about planning, service development, and other promising practices. It will be available through the Community Transportation Association of America (CTAA) transit hotline at: (800) 527-8279. CTAA also has a Welfare-to-Work Transportation information web site at: **http://www.ctaa.org/welfare**

Department of Labor Supports Child Care Initiatives

The Department of Labor (DOL) seeks to assist all workers in their efforts to achieve economic security, with rising wages, pensions, health benefits, and opportunities to improve their skills in safe and healthful workplaces free from discrimination. DOL coordinates efforts among its component agencies and with other Federal government departments to effectively support its three broad goals of a prepared workforce, a secure workforce, and quality workplaces.

DOL is utilizing a variety of cross-cutting collaborative strategies to implement child care initiatives that help working families:

- tapping into the expertise of DOL's Women's Bureau and its clearinghouse to address child care and other work and family issues;
- collaborating with the National Association of State and Territorial Apprenticeship Directors, Bureau of Apprenticeship and Training, Women's Bureau, and with state education and health and human service agencies to increase the number of states with child care apprenticeship programs;
- working with the Department of Health and Human Services on child care and Head Start issues;
- participating with the Departments of Agriculture and Housing and Urban Development in addressing child care issues connected with the revitalization of urban and rural areas;
- working with Head Start on efforts to establish child care facilities at Job Corps Centers;
- working with the Small Business Administration to provide business expertise to those starting a child care center or family child care business;
- coordinating with School-to-Work and Welfare-to-Work programs to provide opportunities for experience and training in the child care field.

Women's Bureau Activities

DOL's Women's Bureau is the Federal agency with primary responsibility for serving and promoting the interests of working women. The mission of the Women's Bureau is to seek to improve women's working conditions, to eliminate the barriers which restrict women in reaching their full potential in the workplace, and to advance their opportunities for profitable employment. The Women's Bureau is involved in many efforts that address issues of concern to working women, such as balancing work and family, and the availability of affordable, quality child care.

The Women's Bureau planned an all day DOL Child Care Forum to complement the White House Child Care Conference held last fall. More than 125 representatives from business, labor, education, and government participated in both and learned about business partnerships that improve the quality, availability, and affordability of child care for working families.

As a follow up to the White House Conference on Child Care, the Women's Bureau regional offices are involved in various child care activities. These include the "Ask Me About My Child Care" Initiative, an educational campaign which uses an engaging button to encourage dialogue on this important issue. This initiative and other outreach and educational efforts are designed to encourage collaboration among employers, communities, state and local governments, parents, child care providers, and advocates to expand and improve child care services. The Bureau also publishes *Facts on Working Women*, informative fact sheets on a variety of topics. A fact sheet about Child Care Workers is available via the Women's Bureau web site at: **http://www.dol.gov/dol/wb/**. The fact sheet provides general information on the child care field and on the importance of professional development, information for employers on providing high quality child care, and informational resources for prospective child care workers.

Additional items are available on the Women's Bureau web site which relate to child care and other work and family issues. These include the publications *Care Around the Clock: Developing Child Care Resources Before Nine and After Five*, and *What Works!: The Final Working Women Count Honor Roll Report*, an initiative which encouraged employers, organizations, and individuals to implement policies and programs to improve the lives of working families.

Child Care Apprenticeship Initiative

DOL is expanding the registered apprenticeship system and assisting states in building their infrastructures for training skilled Child Care Development Specialists. DOL's Bureau of Apprenticeship and Training will work with states to replicate the West Virginia and other successful child care apprenticeship models that combine classroom training, mentoring, and on-the-job experience (see *Child Care Bulletin*, November/December 1997).

To learn more, contact the Department of Labor's Women's Bureau Clearinghouse at (800) 827-5335, fax (202) 219-5529, TTY (800) 326-2577, or e-mail at **wb-wwc@dol.gov**. *Visit the web site at* **http://www.dol.gov/dol/wb/**

Excerpts of Remarks by Secretary Richard Riley
U.S. Department of Education
White House Conference on Child Care

As today's conference indicates, the President understands that what happens during the school day is just part of the solution. What goes on in a child's life before and after school -- how and who he or she interacts with -- are crucial ingredients in helping our young people develop as good citizens.

We have already heard much today about the importance of *early* child care. It is essential that we make sure that our youngest children receive the kind of focused attention and quality care that will nurture them and prepare them for a lifetime of learning. We know that a child who arrives at school ready to learn is a child who will be that much better off in achieving personal and academic success.

This afternoon, however, I would like to spend a few minutes talking about the importance of quality child care for older children that needs to occur before and after school and in the summer. I am referring to the creation of positive and supervised environments that are filled with enriching learning activities, including access to computers and arts, and even including tutoring in basic subjects like reading and math.

We need to focus on creating positive alternatives -- specifically, community based after-school safe havens for children, that offer not just a place where school-kids "do" time, but a place where they want to spend time.

It is a simple reality in our fast-paced world today that many school-aged children go home to empty houses when the school day ends or begins. Estimates are that about 5 million school age children spend time without adult supervision during a typical week.

Young people need and deserve more than an afternoon spent alone in a house sitting alone in front of the television. And, for all too many, TV looks like a good alternative. Too many young people end up on the streets, looking for something to capture their interest and imagination, and all too often finding it, in the wrong package.

It should be no surprise that the after-school period, before parents and other family members get home, is the period of greatest risk for young people, particularly those between the ages of 12 and 17. The reasons, though unfortunate, should nonetheless be clear. These young people have a greater opportunity to commit violent acts and a greater opportunity to become victims.

We need to focus on creating positive alternatives -- specifically, community based after-school safe havens for children, that offer not just a place where school-kids "do" time, but a place where they want to spend time. A positive place where they can go before and after school, where they can do community service, have the opportunity to learn in creative and enjoyable ways, and where older students can be engaged in work-study and internships.

I have seen these kinds of successful Community Learning Centers in my trips across the country. I have seen what they can do to move young people from a world of violence, drugs, and unsupervised, unproductive behavior to a world of creativity, discipline, and enriched activity and learning.

If these kinds of programs sound good [to you] when I'm mentioning them, know, you are not alone. A survey the Department conducted earlier this year, for instance, revealed that four times as many elementary and middle school parents want these programs than have access to them. And a majority of these parents would be willing to pay for such a program if it was offered, despite limited financial means.

Unfortunately, while these kinds of enriching extended learning experiences do work, they are still few and far between. Fully 70 percent of all public elementary and combined schools did not offer *any* before or after school programs. This, in turn, contributed to the fact that just 3.4 percent of all public elementary and combined school students were enrolled in such a program. That is a travesty. We already know many of the answers. We already know what works. Now, we just have to get it working. Thank you so much.

U.S. Department of Education Partnerships

The U.S. Department of Education supports programs, initiatives, research, and demonstration projects related to child care.

Early Childhood Research

The National Institute on Early Childhood Development and Education sponsors research, development, and dissemination activities to improve early childhood development and education.

The Institute funds the National Center for Early Development and Learning which conducts research on critical policy and practice issues and disseminates information. The center is conducting follow-up research on the *Cost, Quality, and Outcomes* study to analyze the relationship between the quality of preschool child care centers and children's developmental levels at the end of kindergarten and first and second grades. The center is also conducting a best practices survey of child care, Head Start, and preschool teachers and case studies of practices in child care centers. The center published an *Early Childhood Research and Policy Brief* on "Quality in Child Care Centers" in 1997. Future *Briefs* will address infant and toddler care, child care regulations, and transitions to kindergarten.

Along with the National Institute on Student Achievement, Curriculum and Assessment, the Institute supports the Center for the Improvement of Early Reading Achievement to focus on young children's literacy. The Institute, the National Institute on Child Health and Development (NICHD), and the Office of Special Education Programs (OSEP) funded the recently released National Research Council study, *Major Implications for Literacy Development in Young Children*.

The Institute also funds field-initiated research through an annual competition process. It currently funds three child care field-initiated projects: tracking home and child care environments during welfare reform; measuring child engagement as an outcome of child care center quality; and testing a social competence curriculum for toddlers with disabilities in inclusive child care centers.

The Institute coordinates the Early Childhood Research Working Group comprised of nearly 30 federal agencies across 8 departments that support research for young children and their families. An interagency agreement with the National Institute of Justice funds *The Relationship Between Early Nonparental Child Care Quality and Later School Readiness: The Project on Human Development in Chicago Neighborhoods*. The *Young Children's Synthesis and Profile Project* is a collaboration between the Institute, NICHD, and the Office of Planning and Evaluation in DHHS to synthesize findings from large-scale early childhood studies over the past 25 years. In addition, OSEP funds various research and development activities for young children with disabilities.

Serving Preschool Children

The Office of Compensatory Education administers Title I funds. Part A of Title I may be used for eligible preschool children, those at risk of failing to meet the State's student performance standards. A participating school may use its Part A funds to operate a preschool program or to complement or extend Head Start programs.

Part B of Title I is the Even Start program, which provides funds for family-centered education to help parents become full partners in their children's education, to assist children in reaching their full potential as learners, and to provide family literacy training for their parents.

The Office of Special Education Programs administers programs included in the Individuals with Disabilities Education Act (IDEA), which requires that all children with disabilities ages 3-21 have a free appropriate public education and that all infants and toddlers with disabilities receive early intervention services. Part B helps states fund services for children 3-5 and Part H supports services for infants and toddlers and their families. Funds can be used to expand and improve available services and to fund direct services that are not provided by other sources.

School-Age Programs

New funds are available from the 21st Century Community Learning Centers program for grants to rural and inner city public schools to address educational and community needs during after school hours, weekends, and summers. The Office for Reform Assistance and Dissemination expects to award 3-year grants in May to establish or expand 300-400 centers. Vice President Gore, Secretary Riley, and other leaders conducted a teleconference on April 16 on creating quality after-school programs. The President's child care proposal includes $1 billion to fund after-school centers over the next 5 years.

For more information about Department of Education programs, check the web site at **www.ed.gov** *or call 1-800-USA-LEARN.*

United States Department of Agriculture Partnerships Promote Good Nutrition

The Child and Adult Care Food Program (CACFP) is a federal program to provide meals and snacks in child and adult care programs. Funded and administered by the U.S. Department of Agriculture (USDA), the child care component of CACFP provides funds for foods served to children in family and group child care homes, Head Start, child care centers, and before- and after-school programs. At a state level, the education, health, or human services agency usually administers CACFP.

The CACFP supports caregivers through monthly payments to child care providers who serve meals that meet specific nutrition requirements. The meal reimbursement rate is based upon the provider's income or the income of the families of the children in care. This reimbursement helps providers to continue to purchase nutritious foods for the children in their program.

According to the USDA's report released last summer, *Early Childhood and Child Care Study: Summary of Findings*, in fiscal year 1995, the program served an average of 2.3 million children daily. Forty-two percent of these children were served through child care homes and 58 percent through centers. The participation rate in the CACFP continues to increase.

The USDA is involved in several initiatives to increase awareness of the CACFP Extended Day Programs and the Breakfast Program and to help make these food programs more accessible to the children who can benefit from them.

Nutrition Resources in Public Housing

The USDA and the U.S. Department of Housing and Urban Development (HUD) have begun a pilot program to make USDA's nutrition, education, and child care food programs more accessible to residents of HUD's public housing developments.

At 8 pilot sites, USDA nutrition programs such as food stamps, Supplemental Food Program for Women, Infants and Children (WIC), child care food program, summer food service, and education programs offered through USDA's Cooperative State Research, Education and Extension Service are available to residents through their housing complexes.

"The partnership we're establishing between HUD and USDA will help children in public housing grow up healthier and help their parents move from welfare to work by providing education, job training, and child care services," Housing and Urban Development Secretary Andrew Cuomo said. The two agencies will work cooperatively to locate space and establish sites for nutrition and education programs at public housing sites, provide special consideration for grants to public housing developments that incorporate program operation in public housing, refer residents to appropriate programs, disseminate information about the programs, and cooperate in other ways.

USDA's Food and Nutrition Service, working with HUD and appropriate state and local agencies, will establish nutrition programs in public housing developments. The Cooperative State Research, Education and Extension Service will provide educational programs in nutrition, child care, life skills, money management, and other areas.

The eight cities selected to host pilot projects are: Boston, Massachusetts; Charleston, South Carolina; Baltimore, Maryland; Dallas, Texas; Detroit, Michigan; Oakland, California; Jefferson City, Missouri; and Seattle, Washington.

For more information, contact Stan Vosper, HUD, at (202) 708-0685, or Phil Shanholtzer, New Branch Chief, Public Affairs, USDA, at (703) 305-2286

USDA web site: **http://www.usda.gov**

HUD web site: **http://www.hud.gov**

Nutrition During Out-of-School Hours

In Northern California, the Bay Area Partnership is a public/private coalition of government, business, community, philanthropic, and service leaders who work together to develop more effective approaches to the ways that health, social, educational, economic, and community development programs are planned, funded and implemented.

Among the Partnership's activities are efforts to increase children's access to structured, safe, and developmentally appropriate out-of-school hours activities along with increasing participation in extended day and school nutrition programs.

The USDA's Food and Nutrition Service Western Region developed a media outreach campaign in cooperation with the U.S. Department of Education to promote both nutrition programs and extended school day programs. The campaign began primarily with the school breakfast program, but has expanded to include outside school hours child care and the Summer Food Service Program. In addition to generating public information regarding the importance of nutrition and structured time for learning and healthy child development, members of the Education Sub-Committee have made presentations to a variety of groups including the Northern California Superintendents Association, the California School Food Service Association, California School-Age Consortium, and several local school boards. Through these public awareness efforts the Bay Area Partnership is helping to build healthy communities.

For more information, contact Karen Howard, Director of Special Nutrition Programs, USDA Food and Nutrition Service, Western Region, at (415) 705-2229.

USDA Rural Development Program

USDA's Community Facilities Program under the Rural Housing Service makes direct and guaranteed loans and grants available to rural areas and towns with populations up to 50,000 to develop essential community facilities such as adult and child care centers. Funds can be used to construct, enlarge, or improve community facilities, and can include costs to acquire land for a facility, pay construction costs and necessary professional fees, and purchase equipment required for its operation.

Beginning in fiscal year 1996, a high priority was placed on funding child care services in rural areas through USDA's Child Care Initiative for Rural America. Through outreach efforts, 42 loans and/or grants funded 31 projects nationwide during fiscal year 1997.

Rural Development Program: Activities in Louisiana

To get the word out about these funds to the local child care community, the USDA Office of Rural Development in Louisiana contacted the Bureau of Licensing and the Office of Family Support in the State Department of Social Services to compile a listing of eligible child care programs. Information about available USDA loans and grants was sent to more than 300 programs, generating interest in these resources that were previously not known. Since January, more than a dozen programs have applied for funds, and already at least one project of approximately $750,000 has been approved for funding.

To identify more child care facility projects at the initial development stages, the state Bureau of Licensing has agreed to include information about USDA's Rural Development program in child care licensing application packets. More than 150 packets have been distributed since mid-January, and the hope is that this outreach effort will identify additional fundable projects.

For more information, contact Austin J. Cormier, State Director, USDA Rural Development, Alexandria, Louisiana field office, at (318) 473-7920 or James Alsop, USDA Deputy Administrator for Community Programs, at (202) 720-1490. Visit the web site at **http://www.rurdev.usda.gov**

Nutrition Resources

➢ *Food and Nutrition Resource List for Child Care and Preschool Staff*

This publication is a compilation of resources for those involved with child care includes food and nutrition education print materials, audiovisuals, and other resources for classroom use. Teaching materials for children and adults include: food models, games, kits, videocassettes, and lesson plans. Books, reports, and journal articles offer ideas for training staff and volunteers. Available from USDA Agricultural Research Service, National Agricultural Library, Beltsville, MD 20705-2351, or call: (301) 504-5755. The document can also be accessed through the NCCIC web site at: **http://nccic.org** Visit USDA's Food and Nutrition Information Center web site at: **http://www.nal.usda.gov/fnic**

Healthy Child Care America

Action Step Six:

Strengthen and Improve Nutrition Services in Child Care

Nutrition education and health promotion programs help to inform families and providers of the nutritional needs of all young children. When young children share nourishing meals and snacks together, they grow healthier, think more clearly, explore their world eagerly, develop language and social skills, and feel comforted and cared for.

Source: Healthy Child Care America Campaign's *Blueprint for Action*

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Healthy Child Care Update: Partnerships Increase Health and Safety of Children in Care

As part of the Healthy Child Care America Campaign, a collaborative initiative of the Child Care Bureau (CCB) and the Maternal and Child Health Bureau, states and territories are implementing statewide and community based health systems in child care. Funding from the Maternal and Child Health Bureau supports these collaborative efforts among child care, health, and other support services for families. Currently, 48 states, the District of Columbia, Puerto Rico, and Palau have launched Healthy Child Care Campaigns. These projects were funded for a three year period beginning in October 1996. States have formed collaborative partnerships to increase the immunization rates of children in child care, provide health consultation to child care programs, conduct child care training sessions, and other local activities.

Through an agreement with the American Academy of Pediatrics (AAP), the CCB has made technical assistance available to states, tribes, territories, and local communities to support campaign activities. A toll-free number (1-888-227-5409) connects communities with campaign materials.

The Department of Transportation, National Highway Traffic Safety Administration has also joined the Campaign and will support train-the-trainer sessions at 10 sites to train child care educators on the safe transportation of children in child care. This will ensure that skilled technicians are available in communities to provide ongoing training to child care providers.

The Child Care Bureau and the Maternal and Child Health Bureau have been partners for many years, working together to improve the health and safety of children in child care. The Bureaus jointly sponsored a national forum, from which child and health care professionals drafted the *"Blueprint for Action,"* a guide that States and communities can use to plan and build linkages to launch local child care campaigns.

To learn more about Healthy Child Care America Campaign activities, contact 1-888-227-5409 or send email to **childcare@aap.org**.

Child Support Enforcement, Head Start, and Child Care Collaborations

Six states have been awarded grants to develop models of collaboration among Child Support Enforcement, Head Start, and child care programs at the state and local levels. The grants were awarded to the state Child Support Enforcement agencies, which will form a team of child care and Head Start program staff to develop state-specific collaboration activities that will be implemented in local child care and Head Start programs. These collaborative efforts will promote and facilitate access to child support services through local child care and Head Start programs, while furthering a broader understanding of child support and parenting issues within the three programs. The six states awarded the demonstration grants are: Alaska, Connecticut, Illinois, Maryland, Minnesota, and Missouri.

Collaboration efforts in **Illinois** focus on empowering parents to use the system of paternity establishment to collect child support and increase children's involvement with both parents. Through cross-training and outreach activities, parents and providers who work with families will learn how child support enforcement works, why legal paternity is important to a child's future, and how obtaining child support contributes to the long-range plans of a family.

- ➤The Division of Child Support Enforcement worked with training coordinator of the Illinois Child Care Resource and Referral Agencies to draft a training module about Head Start and child care for child support staff.
- ➤Child support enforcement staff are working with the Illinois Head Start Association to develop a brochure about child support services for the families of children in Head Start and child care.
- ➤In Chicago, several Head Start sites will become pilot sites to offer services on paternity establishment.

Some of the collaboration efforts in **Maryland** include:

- ➤An outreach initiative through a statewide child care information and referral service, LOCATE, to identify and refer parents to child support services.
- ➤In Anne Arundel County, the Child Care Coordinator works with both providers and parents to educate them about how to obtain assistance to collect child support payments through the local child support office.
- ➤A regional tri-county initiative makes arrangements for child support staff to speak at child care and Head Start meetings with staff and parents, and to go to centers in the evenings to assist parents with specific child support needs.
- ➤Baltimore City Child Care Resource Center trains providers in child support issues and resources available through the local office of child support enforcement.

To learn more, contact Lois Rakov, Illinois Department of Public Aid, at (312) 793-8213; Claudette Sullivan, Maryland Department of Human Resources, at (410) 767-7311, or John Doyle, Office of Child Support Enforcement, US Department of Health and Human Services, at (202) 205-4590 or e-mail **JDoyle@acf.dhhs.gov**

Housing and Urban Development Initiatives Provide Child Care Partnership Opportunities

Among the many programs which the U.S. Department of Housing and Urban Development (HUD) funds and administers, several are focused on economic development in public housing areas and initiatives which assist the residents in achieving and maintaining self-sufficiency. Through directly administering some supportive services and working with other agencies to facilitate partnerships for service delivery, HUD's efforts are helping to meet local community residents' needs, such as job training and placement, transportation, and child care.

Child care services are included in several different HUD funded and HUD/other agency partnership initiatives, such as the Bridges to Work program, Supportive Housing, Economic Development and Supportive Services, Family Investment Centers, and the newly funded Community Partnerships for Resident Uplift and Economic Development program. Whether the primary focus of the initiative is on promoting employment opportunities, assisting homeless families, welfare to work services, education and job training, economic development, or empowering community revitalization, child care needs of families are a common element of support and consideration within these programs.

Family Investment Centers

Family Investment Centers (FICs) provide families living in public and Indian housing communities with better access to educational and employment opportunities through training and supportive services. An FIC often serves as a hub for activities such as employment training and counseling, GED services, computer skills and literacy training, child care, and other resident support services, designed to meet local needs. FICs also allow for the utilization of public and private, state and local resources in the delivery of supportive services.

In **Virginia**, the Newport News Redevelopment and Housing Authority Family Investment Center offers a variety of services to residents, including training in computer skills, Certified Nurses Assistant instruction, life skills and job readiness, basic math and reading, and driver's education. Through a collaboration with the Newport News Office of Human Affairs Child Care Component, an Infant/Toddler Early Intervention Program provides child care and child development services while residents participate in training classes in an adjacent part of the FIC facility. Case management services, combined with constant communication among the child care staff and those working with parents, provide for close coordination of parenting skills topics and other efforts to tailor the program to address participants' needs. The FIC is also planning to develop an employment skills training program for residents seeking to become child care providers.

For more information about the Newport News Family Investment Center, contact Jackie Reed, FIC Coordinator, Newport News Redevelopment and Housing Authority, P.O. Box 77, Newport News, VA 23607, or call Jackie at (757) 245-7619.

In **Indiana**, the South Bend Housing Authority Family Literacy Program is one of the Family Investment Center services available to public housing residents. Child care is provided for children from 6 weeks to 5 years old, while their parents participate in educational classes. The program has an adult education and training component, an early childhood care and education component, and a Parent and Child Together (PACT) time for learning and practicing parenting and family literacy skills. In addition to adult basic education skills, residents develop work portfolios, learn job readiness skills, and learn about child development. This program is supported by a collaboration among the South Bend Housing Authority and Community School Corporation, South Bend Workforce Development Youth Service Division, Indiana Department of Education, YWCA, and other community partners.

For more information about the Family Literacy Program, contact Barbara Lawson, Resident Initiatives Coordinator, South Bend Housing Authority, 501 S. Scott Street, South Bend, IN 46601, or call Barbara at (219) 235-9948.

For more information about HUD's Family Investment Centers Programs, contact Beverly Hardy, Office of Community Resident Initiatives, Office of Public and Indian Housing, U.S. Department of Housing and Urban Development, 451 7th Street, SW, Room 4108, Washington, DC 20410, or call Beverly at (202) 708-4214. Visit the HUD web site at **http:www.hud.gov**

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Address editorial inquiries to:

NCCIC

Child Care Bulletin
National Child Care Information Center
243 Church Street, NW, 2nd Floor
Vienna, VA 22180

Voice: (800) 616-2242 Fax: (800) 716-2242
TTY: (800) 516-2242 E-mail: ***agoldstein@acf.dhhs.gov***

Internet access to the National Child Care Information Center:
http://nccic.org

Olivia A. Golden, Assistant Secretary, Administration for Children and Families

Michael Kharfen, Director, Office of Public Affairs

Carmen R. Nazario, Associate Commissioner, Child Care Bureau, Administration on Children, Youth and Families

Internet access to ACF and the Child Care Bureau:
http://www.acf.dhhs.gov/programs/ccb

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ISSUE 20:

Child Care For The Year 2000

Please circulate or photocopy the *Child Care Bulletin* for maximum distribution

National Child Care Information Center
243 Church Street, NW, 2nd Floor
Vienna, VA 22180

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CHILD CARE BULLETIN

A Vision for the Children: Child Care in the Year 2000

This issue of the *Child Care Bulletin* provides an opportunity to look forward and envision what can be done to expand and improve child care services to meet the needs of children and families across the country. We are pleased to begin with remarks from Secretary Donna E. Shalala, U.S. Department of Health and Human Services, excerpted from her speech July 28, 1998 at the Child Care Bureau's Annual State Child Care Administrators Meeting, in Washington, DC. This issue of the *Bulletin* also includes articles which address state systems that incorporate training, compensation, and quality; initiatives that enhance the family child care profession; ways states are building capacity for infant care services and for school readiness programs; technical assistance opportunities for states, tribes, and territories; systems of resource and referral services; and new developments in school-age care programs.

In her keynote address, Secretary Shalala began her expression of the **Vision for Child Care** by discussing **QUALITY**. The following are excerpts from her remarks: "...the people who take care of America's children are heroes. Just try to imagine how many times a day in this country a parent says to a child care worker: 'You saved my day,' or even, 'You saved my life.' For parents, child care really means family care – because it's one of the most important survival tools working families have.

Child care workers are heroes. But even heroes need a helping hand sometimes. That's what you've always offered. State and county administrators and advocates are the support, the creative thinkers, the financial lifeline, and an important voice for child care workers across our country. One of the great untold stories of state and local government is the success you've had allocating and using limited child care dollars.

But perhaps more important, you've taken an issue that was barely a blip on the national radar screen five years ago and made it part of our national dialogue. It's on the radar screen and no amount of hiding, stalling or excuse-giving will make it go away. That's why the President, the First Lady and our Department are absolutely committed to the President's Child Care Initiative.

However, we're not joining this fight at the endgame. From day one, we've made the child care needs of working families a priority. We streamlined our services and created the first Child Care Bureau. Our National Child Care Information Center is sharing important trends and ideas with states and communities. We added 4 billion dollars for child care to the new welfare law.

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U.S. Department of Health and Human Services
Administration for Children and Families
Administration on Children, Youth and Families
Child Care Bureau

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Our Maternal and Child Health Bureau is looking at ways to use child care to promote good health. We're giving states technical assistance and information about models that work to help you improve child care.

The [CCDF] regulations [issued July 24, 1998] require that children receiving services under the block grant be immunized; that child care premises be safe; and that staff receive health and safety training. The regulations also cover giving parents information on payment rates; maintenance of effort; and minimum funding levels for quality. And to better inform parents about choices, the regulations require states to provide consumer education to all parents on a full range of available providers.

For parents, the three questions most often asked about child care are: Can I get it? Can I afford it? Can I trust it? The President's Child Care Initiative will help consumers answer 'yes' to all three of those questions.

But it's the last one that I really want to focus on today. The question: Can I trust it? really comes down to just one word – **quality**.

If a young parent stops me in the street and asks, 'Secretary Shalala, what can I do to make sure my child gets quality child care?' I can always say, 'Join the army.' That's because the Army takes protecting and nurturing the children of its soldiers seriously. They have a child care system that includes surprise inspections four times a year. Frankly, we need to give the children of all working families the same kind of protection that military families have.

So what is high quality child care? Quality child care is care that meets a minimum level of performance. Care that we can measure. Care that we can sustain. Care that we demand for our own children.

★ The overall goal should be **good interaction between the children and the provider – and between the provider and parents.** So in addition to a small group of children, in a good facility, watched over by responsible adults, quality means *ongoing* training – not just initial training.

★ **Quality** means having a **continuous improvement strategy** that stays on top of child development research and invites the thinking of outside experts and consultants.

★ **Quality** means having a **strong and meaningful relationship with families** based on trust and sharing information about the children the child care program serves.

★ **Quality** means **teaming up with health experts**, and building a seamless system where health care and child care are viewed as two sides of the same coin. Some states, for example, are now having community nurses visit child care centers on a regular basis or be available for phone consultations.

★ **Quality** also means having **supportive directors** that respond to the needs of staff but demand accountability.

★...**Quality** means **good working conditions for day care providers**. Child care programs will not be able to attract the kind of motivated and well trained staff they need without good space, decent pay, leave and family-friendly policies.

We also need to do a better job of getting the word out to working families that subsidized child care is an option. That means coming up with highly creative messages, and finding new ways to reach child care consumers – because choice doesn't mean much to parents who don't know they have it.

The same is true for CHIP – our Children's Health Insurance Program. Too many low income families simply don't know their children are eligible for Medicaid or other coverage under a state CHIP plan. Child care programs are an ideal place for letting parents know about CHIP – and for getting their children signed up. So I hope you will help enlist the child care programs you regulate in a massive effort to make sure children receive the health care coverage they need – and deserve.

My last challenge is simply this: Don't go it alone. Investing in child care is about more than just money. It's about getting the community involved. There is wisdom in the experience of teachers, parents, clergy, businesses and law enforcement. These community players should be involved in your decisions about funding, safety, training, eligibility and access. They are a resource you don't want to lose.

I started with one definition of a hero. Let me conclude with another: Jonathan Swift said a hero is one who excels in what we prize. As a country I don't think there's anything we prize more than the courage and capacity to build healthy, emotionally strong and well-educated children. That is what you have devoted your lives to doing. And that's why today it is an honor for me to say to each of you: You are a hero too.

Thank you."

States Move Toward Systems That Encompass Training, Compensation, and Program Quality

Sheri Azer and Kimberly Elliott

Visionary planning requires the ability to take a critical look at "where we are" and "where we want to be." The past decade has shown a growing recognition among states that staff training and retention are inextricably linked elements of a system that promotes high quality child care programs and practices.

In 1989, one state, Delaware, was developing a comprehensive early care and education career development and training system. Today, 48 states are establishing such systems. These states are addressing the link between practitioner training, increased compensation, and the quality of services for children and families by developing policies and practices that allow for accessible, credit-bearing training that enables practitioners to advance in their careers. The following examples are from several states that have taken different approaches to building systems and addressing policy issues:

Washington State Training and Registry System (S.T.A.R.S.) – The state legislature allocated $580,000 per year in the 1997-99 budget to the licensing agency for scholarships and the creation of a career development system. All lead staff in child care centers, school-age care programs, and family child care providers are required to have 20 hours of introductory training. Training standards have been set. A web-based registry is being developed to track practitioners' progress. Washington solicited input and adapted plans to meet the needs of family child care and school-age care practitioners, among others.

Articulation Legislation – New Mexico has institutionalized many of its plans by mandating universal acceptance of 64-hour "transfer modules" of courses from associate's degree to bachelor's degree programs. Core competencies and state certificates have been developed at the entry- and degree-levels. Work is now underway on special education, infant/toddler, administration/leadership, and multilingual competencies that will lead to optional "areas of specialization" noted on degree-level certificates.

Creating Links between Training and Compensation – T.E.A.C.H. Early Childhood® Project in **North Carolina** awards about 4,000 scholarships, which are linked directly to increased compensation, each year and is being replicated in **Illinois, Florida, New York, Pennsylvania, Colorado, Indiana, and Georgia**. The Child Care W.A.G.E.$ Project aims to reduce turnover and increase the education of practitioners by awarding salary supplements based on the level of education an individual has already attained (see "T.E.A.C.H. Project Helps Promote Professional Development in Six States," *Child Care Bulletin*, July/August 1997).

A System of Tiered Reimbursement Rates – Through Reaching for the Stars, **Oklahoma**'s child care centers and family child care homes are reimbursed at a higher level if they meet a set of standards that are above the basic "One Star" licensing requirements. In "Two Star" programs, staff/providers attain higher qualifications and additional training. The salary scale is based on level of education. Center directors must obtain formal training in administration – 40 hours in 1998, 50 hours in 1999, and in 2000, attain an Oklahoma Directors Credential. When funding is appropriated, programs will be designated as "Three Star" if they show proof of being accredited by a national accrediting body (see "States Utilize Rate Differentials for Reimbursement," *Child Care Bulletin*, November/December 1997).

Delaware First....Again – Delaware's career development system for providers of Early Care and Education programs includes a core curriculum which offers 120 hours of training that meets CDA competencies and covers all the core content topic areas. This training is subsidized by Child Care Development Fund quality monies. Plans are in process to offer programs of intensive training, mentoring, and assessment for providers specializing in care for infants/toddlers, school-age, preschool, or children with disabilities.

Professional Development Registry - Oregon's Childhood Care and Education Career Development System is a statewide articulated career development system for childhood care and education. It is based on a common core of knowledge, quality standards, recognition of the diversity of providers and families they serve, and is supported by regulations and compensation.

Sheri Azer is Program Associate for Research and Kimberly Elliott is Program Associate for Editorial at the Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston, MA 02215-4176; phone (617) 879-2211; or e-mail centers@wheelock.edu. Visit the World Wide Web site at http://ericps.crc.uiuc.edu/ccdece/ccdece.html

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Family Child Care in the Year 2000 and Beyond

Peggy Haack

Imagine, as I have for my 20 year history in early childhood education, the day when people choose a career in this field and it is truly a "viable" one – one that offers the provider a family-supporting income, and rewards and respects her valuable contribution to the social and economic well-being of a community. Imagine the day when affordability to parents does not determine my child care rates, but rather they are determined by the level of skill, experience, and education I bring to the job. Imagine that where I live and who I serve do not determine how long I can provide care or whether I need a second job.

Over the past two years, the Center for the Child Care Workforce in Washington, D.C. has been engaging providers everywhere in responding to the question: "What would a good family child care job look like?" The responses represent a collective vision. Here is a portion of that vision:

Community support: An organized substitute provider pool screens and provides training for substitutes; technical assistance is available for program and business management needs; a strong referral program enables providers to recruit and maintain their desired enrollment; resources are available to offset some of the expenses of operating a family child care business.

Compensation: Our incomes are comparable to others in the community with the same level of education, experience and responsibility; we have health insurance, retirement benefits, sick and vacation leave, paid holidays, comparable to other vocations.

Professional development: We are 'at the table' where decisions are made; we are regarded as lifelong learners and have access to affordable and relevant continuing education; support networks and mentors are available to all.

New initiatives are supporting quality enhancement efforts in the family child care profession:

▷ Model Work Standards for Family Child Care are under development by the Center for the Child Care Workforce (CCW).

▷ Pilot sites are field testing the new accreditation process being developed by the National Association for Family Child Care (NAFCC). Together with the Family Child Care Project at Wheelock College, NAFCC has been involved in a consensus building process to review and revise its accreditation system to reflect the most effective way to assess family child care programs. The new accreditation system is to be ready in 1999.

Our history teaches us that we have already begun on the path towards this vision, but we cannot do it alone. Our vision depends on a public investment in our nation's children and those who care for them.

Peggy Haack is a Family Child Care Provider and Worthy Wage Coordinator, Center for the Child Care Workforce, 733 15th Street, NW, Suite 1037, Washington, DC 20005, phone (202) 737-7700, fax (202) 737-0370, e-mail: ccw@ccw.org, World Wide Web **http://www.ccw.org**.

Resources for Family Child Care Programs

➢**The Center for the Child Care Workforce (CCW) (202-737-7700)** is committed to improving the quality of child care services through upgrading the compensation and training of child care providers. CCW is recognized as a national resource clearinghouse on child care staffing issues and a leader in empowering the workforce to strive for better regulation and funding of child care services. CCW has published *Model Work Standards for Teaching Staff in Center-Based Child Care* and is developing *Model Work Standards for Family Child Care*. *For more information, contact The Center for the Child Care Workforce, 733 15th Street, NW, Suite 1037, Washington, DC 20005, or call (202) 737-7700, or e-mail: ccw@ccw.org*

➢**The National Association for Family Child Care (NAFCC) (800-359-3817) or (515-282-8192)** is a professional membership organization for family child care providers that promotes quality family child care through accreditation, training, and leadership development activities. *To learn more, contact the National Association for Family Child Care (NAFCC), 206 6th Avenue, Suite 900, Des Moines, IA 50309-4018 or call (800) 359-3817 or (515) 282-8192, or e-mail: nafcc@assoc-mgmt.com Visit the web site at:* **http://www.nafcc.org**

➢**The Family Child Care Accreditation Project** is working with providers, parents and other experts to create a new accreditation system for NAFCC. This system will define standards of quality for family child care and promote professional development for providers. *To learn more about the Family Child Care Accreditation Project, contact the Family Child Care Project at Wheelock College, 200 The Riverway, Boston, MA 02215-4176, phone (617) 879-2211, e-mail:* **centers@wheelock.edu**

Innovative Projects Expand Career Options and Increase the Supply of Community Child Care

U.S. Department of Housing and Urban Development: Campus of Learners Program

The U.S. Department of Housing and Urban Development (HUD) has encouraged public housing authorities (PHAs) across the nation to develop innovative ways of reinventing public housing. One such initiative is the Campus of Learners program, designed to transform public housing neighborhoods into safe and livable communities where families engage in educational opportunities and job training initiatives. Within HUD's 25 Campus of Learners sites, the PHAs have developed strategic plans to provide residents with education, job training, and employment opportunities involving computer and telecommunications technology, as well as to modify or rebuild public housing units to replicate a college campus-like setting.

This initiative can be a catalyst for housing residents to pursue an entrepreneurial effort such as becoming a family child care professional, while it helps other residents find quality, affordable child care. This effort increases the availability of accessible child care, improves the quality of services provided through ongoing support and training, and offers residents an alternative to entry-level retail or clerical jobs.

In California, for example, the Housing Authority of the Community Development Commission of the County of Los Angeles has developed a partnership with El Camino College and East Los Angeles College to provide selected residents with training for the Child Development Certificate Program. This community college program is designed to lead to state certification. The coursework includes visits and observations at child care facilities, in addition to classroom instruction. The PHA facilitates entry into the program and pays the tuition for the students as a supportive service for residents.

For more information, contact Claudia Nash Simmons, Campus of Learners Technical Assistance Project, Aspen Systems Corporation, at (301) 519-5466, or U.S. Department of Housing and Urban Development, Public and Indian Housing Information and Resource Center at (800) 955-2232. Visit the HUD web site at **http://www.hud.gov**

Consortium for Worker Education: Satellite Child Care Program

In New York City, the Consortium for Worker Education, a not for profit organization which provides education, training, and reemployment services, has developed a welfare-to-work program to train and employ workers as Satellite Child Care providers working as salaried employees. The program model combines many features of family child care and center-based care. Children are cared for in the provider's home. The provider is an employee of Satellite Child Care Inc., a subsidiary of the Consortium for Worker Education. The provider earns a starting salary of $18,200 and receives union membership, vacation pay and other benefits, including training, and opportunities for career development, along with supervision, resources, and other supports. Each home is designed to care for four to five children, including children with special needs.

Recipients of TANF (Temporary Assistance to Needy Families) who are interested in this career path go through an assessment process, background check, job-readiness orientation, case management, career goal planning, and a 16-week program which combines Work Experience Program (WEP) at a child care center with classroom instruction. All sites are screened, inspected, and registered by the Department of Health prior to opening. Each site is linked via computer with the sponsoring agency to facilitate recordkeeping, supervisory support, and access to other resources.

The project is supported by the state Department of Labor and the Office of Children and Family Services, the Mayor's office, the Human Resources Administration, and the Housing Authority. Major partners in the project provide support services: F.E.G.S. and Wildcat Service Corp. (WEP management, recruitment and screening), Childcare Inc. (training), City University of New York (continuing education), five child care agencies, and the Interagency Council, among others.

For more information, contact Barbara Zerzan, Director, CWE Satellite Child Care Project, 275 Seventh Ave., New York, NY 10001, or call (212) 647-1900. Visit the web site at **http://www.cwe.org**

Going to Scale: California's Plan to Improve Infant Care Services

California has developed a comprehensive plan to increase the quality and supply of child care and development services for children from birth to three years of age. These efforts began in 1986, when Janet L. Poole, from the California Department of Education (CDE), and Dr. J. Ronald Lally, from WestEd (formerly Far West Laboratory), created a partnership, the Program for Infant/Toddler Caregivers (PITC), to improve the quality of infant care. The goal of the PITC is to create a comprehensive, high quality, multi-media training system for center-based and family child care providers.

Initial and ongoing funding for the project has been provided by the CDE. The Carnegie Corporation, The Ford Foundation, The Harris Foundation, and The Smith Richardson Foundation have supplied additional funding.

The centerpiece of the PITC is a series of broadcast quality training videos, produced in three languages (English, Spanish, and Chinese) and written support materials including caregiving guides and four trainer's manuals. The materials are organized in four modules: Social-Emotional Growth and Socialization, Group Care, Learning and Development, and Culture, Family, and Providers. The PITC has focused on creating a cadre of qualified trainers throughout the state, and recently on developing systems to support those trainers at the local level.

WestEd and the CDE developed three-day trainer-of-trainer institutes for each of the four modules. Through Child Care and Development Block Grant quality improvement funds, the CDE supported scholarships to cover the cost of the training for participants who, in return, would fulfill certification requirements and provide 25 hours of training during the following two years. This strategy helped to supply each county with PITC certified graduates to provide training on an ongoing basis at the local level for program directors and caregivers.

California currently has about 250 certified trainers and more than 250 participants in various stages of completing the institutes and certification process. These trainers represent all 58 counties in the state and many different types of programs. An infrastructure is being created at the regional and local levels to support the PITC graduates and coordinate their efforts. The Federal Infant Capacity Building, funds made available to the states this year provided the additional funding for the following activities to increase infant care capacity while also improving the quality of services and supporting the PITC graduates:

- Add an infant specialist to the Healthline statewide 800 number available to parents and caregivers.
- Provide grants for start-up costs for new infant/toddler programs, equipment and educational materials, minor renovation and repairs for health and safety requirements, and meeting PITC program standards such as small groups and continuity of care.
- Expand the Child Care Initiative Program (CCIP) to increase the number of family child care providers who serve infants and toddlers. Through the California child care resource and referral agencies, the CCIP recruits, trains and provides initial support for these providers.
- Develop a series of 10-15 outreach sessions for key stakeholders from various targeted groups at the state and local level to provide information about the importance of creating high-quality programs for infants and toddlers. Topics will include current brain development research and implications for administrative policies, results of national studies of child care quality, and program practices and caregiving strategies that support optimal infant/toddler development.
- Conduct a series of four regional three-day forums for teams of key stakeholders from underserved areas to initiate planning activities to increase the supply of quality services for infants and toddlers.
- Develop a "next steps" video to provide implementation strategies to address key issues identified in the PITC video, *In Our Hands*.
- Provide training for PITC certified graduates on strategies, program practices, and models to support inclusion of infants and toddlers with disabilities in child care settings.

California's Plan for Improving Infant Care Services, continued . . .

- Expand the PITC trainer-of-trainer institutes to include another set of module trainings each year.
- Provide stipends for PITC certified trainers to conduct training sessions and onsite consultation for development of new programs, expansion of existing programs, and enhancement of quality in all infant/toddler programs.
- Select five community college sites to become model PITC training sites.
- Provide five regional PITC coordinators to organize and oversee activities at the model PITC sites and to support the PITC certified graduates in the region by arranging regular meetings, overseeing the allocation of trainer stipends, and coordinating outreach to new and existing programs.

Once all components of this plan are in place, the quantity and quality of infant/toddler services is expected to increase throughout the state, especially in those areas with the greatest unmet need for services. Plans are being developed for evaluating the impact of these support systems.

For more information, contact Mary Smithberger, Child Development Consultant, Child Development Division, California Department of Education, at (916) 323-1342 or Peter Mangione, Ph.D., Senior Research Associate, Center for Child and Family Studies, WestEd, at (415) 331-1469.

Connecticut Builds Capacity and Enhances School Readiness

As we look ahead to the implications of recent brain research, the findings show that the experiences a child has in the years before beginning school are more important than we may have imagined. These are the years that can shape a child's capacity, desire, and readiness to learn.

The Connecticut School Readiness and Child Care Grant Program for Priority School Districts will expand and enhance school readiness for 3- and 4-year-old children and provide for their child care needs through partnership grants to local communities for high quality programs.

Eligible applicants are the 14 Connecticut municipalities that have been defined as Priority School Districts and towns that have one or more schools in areas with a high concentration of children in poverty. Applications must be submitted jointly by the chief elected official and the superintendent of schools with the participation and recommendation of the community's School Readiness Council.

For fiscal year 1998-99, the State Department of Education and Department of Social Services will fund grants to these communities totaling $40 million for full and part-time programs. An additional $1.5 million in Quality Enhancement grants will also be distributed to these municipalities.

Only programs that are accredited, in the process of being accredited or approved by the State as offering a high quality educational program are eligible for funding. In addition they must meet the following service standards:

➢A plan for collaboration with other community programs and services and for the coordination of resources in order to facilitate full-day, year-round programs for children of working parents and parents in education or training programs;

➢Parent involvement, parent training and outreach;

➢Referrals for health services, including referrals for appropriate immunizations and screenings;

➢Nutrition services;

➢Referrals to family literacy programs that incorporate basic adult education and provide for the promotion of literacy through access to public library service;

➢Admission policies that promote the enrollment of children from different racial, ethnic and economic backgrounds and from other communities;

➢A plan for the transition of participating children from the school readiness program to kindergarten;

➢A plan for the professional development of staff;

➢A sliding fee scale for participating families;

➢An annual evaluation of the effectiveness of the program.

Each municipality convenes a School Readiness Council to advise the school superintendent and chief elected official. A request for proposals is offered to local provider agencies by the municipality. Programs are selected and incorporated in the local plan and grant application and the application is submitted to the State for approval and funding. Funding is projected to increase through state fiscal year 2001-2002.

For more information, contact Susan Wilson, Lead Planning Analyst, Connecticut Department of Social Services at (860) 424-5332, or contact Joyce Staples, Connecticut Department of Education at (860) 807-2057.

Child Care Technical Assistance Network

Seven projects comprise the Child Care Technical Assistance Network (CCTAN) which the CHILD CARE BUREAU has designed to address the needs of States, Territories, and Tribes administering the Child Care and Development Fund. The seven projects include:

The Map to Inclusive Child Care Project (860-679-4632) helps to ensure that children with disabilities, ages birth through 12, will have access to child care alongside their typically developing peers. During 1998, the following states received technical assistance to address child care service delivery for children with disabilities: California, Indiana, Iowa, Maryland, New Jersey, New Mexico, Oregon, Tennessee, Utah, and Vermont. Teams from each of these states conducted a strategic planning process to identify state specific priorities and work plans.
Contact: Mary Beth Bruder, Project Director, at: (860) 679-4632, e-mail: **Bruder@NSO1.UCHC.EDU**

The Child Care Information System (CCIS) Project (888-821-6997) provides technical assistance to meet the CCDF reporting requirements. The CCIS project supports a national child care automation conference, a State and Territory technical workshop, model documentation for systems design, an Internet web site, and a child care automation resource center. The project is assisted by a Functional Requirements Organizing Group (FROG) of representatives from ten States.
Contact: Virginia Miller, Project Director, Child Care Automation Resource Center, at: (888) 821-6997, e-mail: **vmiller@eainet.com** *Visit the CCIS web site at:* **http://www.acf.dhhs.gov/programs/ccb/systems/index.htm**

The Child Care Bureau Logistical Support Project (CCBLSP) (202-639-4465) coordinates and supports national and regional child care events including national conferences for State, Territorial and Tribal Administrators. Other activities include national forums; regional conferences; State Issues Workgroup Meetings; and audioconference calls on child care issues.
Contact: Vincent Gooden, Project Director, at: (202) 639-4465, e-mail: **goodenv@aol.com**

The Healthy Child Care America Campaign (888-227-5409) is sponsored by the U.S. Department of Health and Human Services Child Care Bureau and Maternal and Child Health Bureau. It is a collaborative effort of health care professionals, child care providers, and families working in partnership to improve the health and well-being of children in child care settings. The project assists states, Tribes, and communities to develop and strengthen linkages between providers, health professionals, and families through informational resources and contact networks; descriptions of child care initiatives; funding and assistance for regional child care health and safety initiatives; and a child passenger safety training program.
Contact: Sheryl Nelson, Healthy Child Care America Program Manager, American Academy of Pediatrics, at: (888) 227-5409, e-mail: **childcare@aap.org**

The National Child Care Information Center (NCCIC) (800-616-2242), in collaboration with the ERIC Clearinghouse on Early Childhood and Elementary Education, supports the development of child care expertise and dissemination via information and referral services, Internet web site, publications and presentations. A network of State Technical Assistance Specialists, working with the ACF Regional Offices, provides onsite support to State grantees. NCCIC convenes a national organizations workgroup to share information on current activities, priorities, and trends. NCCIC also supports and helps track CCTAN activities.
Contact: Anne Goldstein, Project Director, at: (800) 616-2242 or (703) 938-6031, e-mail: **agoldste@nccic.org** *Visit the NCCIC web site at:* **http://nccic.org**

The Child Care Partnership Project (202-628-4200) provides information and technical assistance to state child care administrators as they work with businesses, philanthropic organizations, and other groups to build and sustain partnerships which improve the quality, supply, and access to care for working families. Activities include identifying and tracking practices for promoting public-private partnerships at both the state and community levels; developing a series of written technical assistance materials to guide the formation and implementation of successful partnerships; and conducting a national conference.
Contact: Sharon Deich, Project Manager, at: (202) 628-4200, e-mail: **sdeich@financeproject.org**

Child Care Technical Assistance Network, continued . . .

The Tribal Child Care Technical Assistance Center (TriTAC) (800-388-7670) provides technical assistance to Indian Tribes and tribal organizations to help increase the availability and quality of child care, develop more coordinated delivery systems, promote linkages with State and local programs, and improve child care opportunities for families, providers, and tribal communities. Technical assistance includes a toll-free information and referral line; a database of tribal child care programs including promising practices and resources; development of software packages for data reporting and program management; an Internet web site; newsletter; annual national tribal child care conference; cluster and onsite technical assistance.

Contact: Linda Kills Crow, Project Director, at: (918) 287-2692, e-mail: **Kills@fullnet.net**, *or contact TriTAC, at: (800) 388-7670, e-mail:* **tritac2@aol.com**

For more information about the Child Care Bureau's Child Care Technical Assistance Network, contact Lillian Sugarman, at: (202) 690-6243 or e-mail: lsugarman@acf.dhhs.gov

My Vision for Child Care

Janet Wise
National Indian Child Care Association (NICCA)

As I began to collect my thoughts for an article on "My Vision for Child Care," I came to the realization that child care is a rapidly evolving issue -- one which administrators not only need to keep abreast of, but to continually plan and develop. Within a brief period of only a few years, child care has come from a public perception of "a minor matter of finding a babysitter" to a component of a major plan of welfare reform without which the plan could not be fully implemented.

For tribal nations, the ability to construct new facilities now provides additional opportunities to plan and implement cultural, educational, and child development programs for their children. My hope is that by providing safe, quality programs at the earliest age possible, we will be able to nurture each child to develop to his or her full potential as well as instill values, positive self esteem, and pride in our cultures.

My vision is to provide a holistic approach to the families that we serve, to educate the parents regarding child rearing practices, developmental stages of their children, and the difference between adequate and quality child care programs. I would hope that we, as child care providers and administrators, become more adept at identifying children's needs, recognizing developmental delays, and providing necessary assessments in order to seek resources for families and be keenly sensitive to their needs.

By providing a more proactive and responsive approach to our children's needs, we will provide for them a strong and solid background as they leave our care and begin their journey towards knowledge and understanding of the world which we share.

Janet Wise is Chairperson of the National Indian Child Care Association, which works for quality child care in Native American communities. For more information, contact Janet at: (918) 758-1463 or (918) 756-8700, ext. 699.

Opportunities for Tribal CCDF Grantees to Construct and Renovate Child Care Facilities

As part of the new Child Care and Development Fund, Tribes have the opportunity to use funds for construction and renovation of child care facilities. Nearly 90 Tribes have submitted proposals to construct or renovate with CCDF funds. Each proposal is unique, with each Tribe forming a plan to meet the needs of the children and families living in its own community. Several projects are relatively small, while other plans call for an investment of $1 million or more. In creating these new endeavors, tribal programs have faced a number of challenges, ranging from creating a business plan with multiple partners to identifying and obtaining appropriate land for the child care facility.

Applications to use funds for construction and renovation must be received in the ACF Regional Office by July 1 of the fiscal year in which the funds will be used. For more information, contact Andrew Williams at the Child Care Bureau at (202) 401-4795.

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Child Care Resource and Referral: Meeting the Challenges for Families Today and Tomorrow

Sandy Skolnik

Envision a future in which every parent has a variety of child care choices and access to affordable, quality care along with information on the healthy development of children, effective parenting strategies, and ways to assess and choose good quality care. Imagine community planners, policy makers, researchers, corporate and philanthropic decision makers, and other leaders having access to the data they need to develop systems that support a healthy start for all children, and an increased supply of affordable child care in quality programs with skilled, caring professionals.

The mission of each child care resource and referral agency is to *"do whatever it takes to make child care work for families and communities."* Child Care Resource and Referral Agencies (CCR&Rs) operate to support the child care needs of communities in two different ways: one, as a service for families, providers, employers, and others in the community; and two, as a part of the policy infrastructure for a diverse and often fragmented child care system. CCR&Rs are hubs for many varied child care activities, and provide permanent, local, adaptable structures through which public and private groups can work together to improve the quality and increase the accessibility, availability, and affordability of child care.

For the past eight years, the Maryland Child Care Resource Network has been evolving. From a three-year demonstration project that established a Statewide Child Care Resource Center and three Regional Child Care Resource Centers, the vision has grown to scale and will consist of 13 Regional Child Care Resource and Referral Centers. The Maryland Committee for Children has provided oversight and technical assistance to the project from its inception.

In Maryland, the following set of goals were established in order to successfully demonstrate the capacity of the Child Care Resource Network:

1) A true system of services for children, families, and child care providers will be established with ready access by all to a full range of services. These services are provided on the basis of the needs of children, families, providers, and employers, rather than institutional convenience. The system features "state of the art" services, evaluation systems, management techniques, and accountability services.

2) The child care delivery system recognizes the needs of the child as the core recipient of its services and strives to balance the best interests of children with the needs of parents, employers, and the child care community.

3) The system of services is committed to principles of quality and excellence in early childhood education. This consideration permeates the design, organization, and delivery of all services and will continue to serve as a model for child care delivery systems.

4) The delivery system is accessible, affordable, efficient, facilitative of and sensitive to parent choice, able to produce a quality level desirable to parents, able to coordinate ancillary health and social services, able to combine public and private sources of funds, visible to and supported by the public, destigmatized and decategorized, and committed to a common purpose overall.

For more information, contact Sandy Skolnik, Executive Director of the Maryland Committee for Children, 608 Water Street, Baltimore, MD 21202-4079, phone: (410) 752-7588, fax: (410) 752-6286. World Wide Web: **http://www.charm.net/~mcc/**

Resources on Child Care Resource and Referral

➤**National Association of Child Care Resource and Referral Agencies (NACCRRA) (202-393-5501)** promotes the growth and development of quality resource and referral services and exercises leadership in building a diverse, high quality child care system with parental choice and equal access for all families.

Making Child Care Work: A Study of Child Care Resource and Referral in the United States – Major Findings is an informative report which includes survey findings and analyses about CCR&R programs, services, roles and activities which support services for families and providers.

For more information, contact NACCRRA, 1319 F Street, NW, Suite 606, Washington, DC 20004-1106, call: (202) 393-5501. Visit the web site at: **http://www.childcarerr.org**

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Working Together to Create Quality School-Age Care Programs

An-Me Chung

New public and private resources are available to help create and expand programs to serve school-age children during out-of-school time. School-age care has become a national agenda. From the President and Vice President to state legislators and local governments, people are talking about out-of-school time and taking action. Congress has proposed 40 bills in the past year involving child care during out-of-school time for children and youth.

New and existing federal dollars combined with state money have led to recent initiatives across the nation:

- **California** appropriated $50 million for after-school programming. The bill established the After School Learning and Safe Neighborhoods Partnerships Program to create incentives for establishing after-school enrichment programs for pupils in kindergarten and grades 1-9 at participating school sites.

- **Delaware** awarded a $386,000 grant to the state's resource and referral agency to develop new slots for infants, create school-age programs, and offer care for kids on holidays and snow days.

- **Hawaii**, the first state to pass out-of-school time legislation, continues to maintain nearly universal care for school-age children.

- The governor of **Indiana** launched a new program that will put $6 million into school-age programs in the coming year.

- **New Jersey** appropriated $3 million for school-age after-school programs.

- **Connecticut** passed a $20 million Early Reading Success Act providing full-day kindergarten, reduced class size, reading programs for certain school districts, and summer and after-school programs for children at risk.

- The state of **Georgia** awarded grants of up to $175,000 to school systems to establish after-school programs for academically at-risk youth.

Look for a publication later this year by the National Institute on Out-of-School Time and Federal partners about what State governments are doing in the area of after-school enrichment and learning programs.

An-Me Chung, Ph.D. is the Associate Director of the National Institute on Out-of-School Time (NIOST). For more information, contact NIOST, Wellesley College Center for Research on Women, Wellesley, MA 02481, or call (781) 283-3497. Visit the web site at **http://www.wellesley.edu/WCW/CRW/SAC**

Resources for School-Age Care Programs

ORGANIZATIONS:

➢**National Institute on Out-of-School Time (NIOST) (781-283-2547)** works to improve the quantity and quality of school-age care programs through conducting research, education and training, consultations, program and community development, and public awareness.

➢**National School-Age Care Alliance (NSACA) (617-298-5012)** is a professional support network for quality school-age care. NSACA promotes professional development and public policy development through training and technical assistance, standards for quality school-age care programs, and a Program Improvement and Accreditation System.

PUBLICATIONS:

ARQ: Advancing and Recognizing Quality is the school-age program improvement and accreditation system jointly developed by the NIOST and NSACA. It involves a review of NSACA's standards of quality, a self-study process, and an onsite accreditation review visit. *For more information, write to: National School-Age Care Alliance, 1137 Washington Street, Boston, MA 02124, call (617) 298-5012, or e-mail* **ARQ@nsaca.org**

Safe and Smart: Making the After-School Hours Work for Kids is a publication developed by the U.S. Department of Education and the U.S. Department of Justice to present research and examples of after-school programs, activities, and practices that have a positive impact on school-age children. *For more information, write to: U.S. Department of Education, Partnership for Family Involvement in Education, 600 Independence Avenue, SW, Washington, DC 20202-8173, call (800) USA-LEARN, e-mail* Partner@ed.gov *and in full text at the web site:* **http://www.ed.gov/pubs/SafeandSmart/**

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Address editorial inquiries to:

NCCIC

Child Care Bulletin
National Child Care Information Center
243 Church Street, NW, 2nd Floor
Vienna, VA 22180

Voice: (800) 616-2242
TTY: (800) 516-2242

Fax: (800) 716-2242
E-mail: ***info@nccic.org***

Internet access to the National Child Care Information Center:
http://nccic.org

Olivia A. Golden, Assistant Secretary, Administration for Children and Families

Michael Kharfen, Director, Office of Public Affairs

Carmen R. Nazario, Associate Commissioner, Child Care Bureau, Administration on Children, Youth and Families

Internet access to ACF and the Child Care Bureau:
http://www.acf.dhhs.gov/programs/ccb

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ISSUE 21:

Inclusive Child Care – Quality Child Care for ALL Children

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